

Unit Facilitation Planning Worksheet -- SAMPLE

Facilitation Date: 11-11-1111 **Time Allotted:** 120 min. **Unit/Section:** 1A & 1B

Facilitator(s): Person A, Person B

Supplies	Objectives (Participants will...)
<ul style="list-style-type: none"> ⇒ Flip Chart ⇒ Markers ⇒ Soft object to toss ⇒ Declaration of Independence Handouts ⇒ Small reflection journals with blank covers ⇒ Lots of old magazines ⇒ Scissors and glue ⇒ Space: Desks in large U around perimeter of room 	<ul style="list-style-type: none"> ⇒ Explore the concept of community ⇒ Create a safe space for all participants ⇒ Create and build a group identity and shared values ⇒ Explore the founding principles of the U.S. and how they relate to civic engagement

What	Roles	How	Time
Welcome and Introduction	Person A: Facilitator Person B: Recorder and Timekeeper	1. 1A Activity: Group Juggle. Form circle in area inside of desks. (10 min.) 2. Move back to desks. Facilitators self-intro. (5 min.) 3. What are we going to do? Explain <i>Roadmap</i> process and goals/objectives briefly. Ask if participants have any other expectations for whole process. (5 min.) 4. What does "civic engagement" mean? Group discussion. (10 min.)	30 min.
1A Lesson – How'd that happen?	Person B: Facilitator Person A: Recorder and Timekeeper	1. Segue discussion from engagement to choices. 2. Questions (5 min.) <ul style="list-style-type: none"> ⇒ How many of you chose the clothes you wore to school today? ⇒ ...Chose who your parents are? ⇒ ...Choose the grades you get? ⇒ ...Chose your nationality? ⇒ ...Chose to participate in CE? 3. Group discussion on choices we make and things that we have no control over. (10 min.)	15 min.

1A Reflection – Creating a Safe Place	Person B: Facilitator Person A: Recorder and Timekeeper	<p>1. Segue to making choices about how to best use CE time, regardless of whether we chose to be here.</p> <p>2. Introduce concepts of safe space and group identity. Explain that the group will make group agreements that everyone is going to sign and pledge to follow (including facilitators). Ask youth to think individually of guidelines that they'd like everyone to agree to follow so the group can work together well. Give them a minute or two of think time. (5 min.)</p> <p>3. Brainstorm as a group. Ask questions to get specific guidelines (shouldn't be too open to interpretation). (5 min.)</p> <p>4. Clarify each guideline as necessary. Cancel out any that are the same (with group consensus). (5 min.)</p> <p>5. Do a negative poll on each guideline: ask if anyone does <i>not</i> agree to follow it. If there is not consensus, draw large brackets around it. Explain that bracketed guidelines are not official rules but are requests from some group members. Once finished, have all participants and facilitators sign the agreements. (5 min.)</p>	20 min.
Energizer!	Person A: Facilitator Person B: Timekeeper	<p>1. Play a game of Categories. Seat everyone in a circle (Person B across the circle from me) and establish the rhythm. In rhythm, explain that I am going to name a category and we're going to go around the circle and each name something from the category. Demonstrate. Play one or two rounds depending on time.</p>	5 min.
1B Activity – Group Name	Person A: Facilitator Person B: Recorder and Timekeeper	<p>1. Stay in circle but let everyone shift so they can see the flip chart.</p> <p>2. Explain that we want to come up with a fun group name for ourselves. The name should describe our group and what we're doing.</p> <p>3. Brainstorm as a group. Ask for clarification as necessary. (5 min.)</p> <p>4. Once there are no more suggestions, divide the total number by 3 and allow each participant to vote that number of times. Go through each suggestion and count votes for each. Narrow the list down to the top choices (wherever there's a clear breaking point in the number of votes). Vote again, this time allowing each participant to only vote once. The one with the most votes is the new group name. (5 min.)</p>	10 min.

1B Lesson – Liberty and Justice for All	Person A: Facilitator Person B: Recorder and Timekeeper	<ol style="list-style-type: none"> 1. Move back to desks and pass out Declaration Handouts. Flip to the page on the flip chart with the intro written out. 2. Gauge participants' previous experience with the Declaration. Has anyone read it before? What's the difference between the Declaration and the Constitution? 3. Ask a participant to read the intro aloud. Give everyone a minute to read over the handout, and then gauge initial reactions to the intro. What does this mean to you right now? (5 min. for 1-3) 4. Split into groups and assign each a phrase from the intro to look at more in-depth. Give a few minutes for group discussion and then have each group report out on what their phrase means. (10 min.) 5. Facilitate more in-depth discussion about Declaration intro. Encourage honest and open communication. Want to move to understanding of the difference between the words and the reality; this is the basis for social justice and civic participation in the U.S. (10 min.) 	25 min.
1B Reflection – Collage Journal Covers	Person B: Facilitator Person A: Timekeeper	<ol style="list-style-type: none"> 1. Explain the purpose of the journals (used for reflection throughout process). Talk about how each journal should reflect the individual; the only stipulation is that it should have the team name somewhere on the cover. Explain that throughout the process there will be more time to work on the cover, so there's no pressure to finish in this time. 2. Hand out materials, leaving a large portion of magazines in a large pile for participants to sift through. Enlist assistance from a few participants to help hand out materials. 3. Give them several minutes to work on their own, but a few minutes before clean-up needs to start, gauge participants' reactions to Unit 1 to see how to improve for Unit 2. Give a brief preview of Unit 2. 	15 min.